

House File 2244 - Introduced

HOUSE FILE 2244

BY BERRY and MURPHY

A BILL FOR

1 An Act providing for the establishment of a community
2 practitioner preparation initiative within the department of
3 education.

4 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

1 Section 1. NEW SECTION. **272E.1 Community practitioner**
2 **preparation initiative — purpose.**

3 1. *Purpose.* The purpose of this chapter is to provide for
4 a community practitioner preparation initiative to recruit and
5 prepare persons for employment as highly skilled, committed
6 teachers in high-need schools or in hard-to-staff teaching
7 positions for substantial periods of time.

8 2. *Recruitment.* The initiative shall effectively recruit
9 and prepare parent and community leaders and para-educators
10 to become effective teachers in high-need schools or in
11 hard-to-staff teaching positions in schools serving a
12 substantial percentage of low-income students. Further, the
13 initiative shall increase the diversity of teachers including
14 but not limited to diversity based on race and ethnicity.

15 3. *Rigorous preparation.* The initiative shall ensure
16 educational rigor by effectively preparing candidates in
17 accredited bachelor's degree programs in teaching, through
18 which graduates shall meet the requirements to secure an Iowa
19 teaching license.

20 4. *Goal.* The goal of the initiative is to add one thousand
21 teachers to low-income, high-need schools in the state by 2020.

22 Sec. 2. NEW SECTION. **272E.2 Definitions.**

23 As used in this chapter, unless the context otherwise
24 requires:

25 1. "*Cohort*" means a group of teacher education candidates
26 who are enrolled in and share experiences in the same program
27 and are linked by their desire to become teachers in high-need
28 schools or in hard-to-staff teaching positions in this state
29 and by their need for the services and supports offered by the
30 initiative.

31 2. "*Community organization*" means a nonprofit organization
32 that has a demonstrated capacity to train, develop, and
33 organize parents and community leaders into a constituency
34 that will hold the school and the school district accountable
35 for achieving high academic standards. In addition to

1 organizations with a geographic focus, "community organization"
2 includes general parent organizations, organizations of special
3 education or bilingual education parents, and collective
4 bargaining units representing licensed employees of a school
5 district.

6 3. "*Department*" means the department of education.

7 4. "*Developmental classes*" means classes in basic skill
8 areas, including but not limited to mathematics and language
9 arts, that are prerequisite to, but not counted towards, degree
10 requirements of a practitioner preparation program.

11 5. "*Director*" means the director of the department of
12 education.

13 6. "*Eligible postsecondary institution*" means an institution
14 of higher learning governed by the state board of regents or
15 an accredited private institution as defined in section 261.9,
16 with a practitioner preparation program.

17 7. "*Eligible school*" means a public elementary, middle,
18 or secondary school in this state that serves a substantial
19 percentage of low-income students and that is either a
20 high-need school or has hard-to-staff teaching positions.

21 8. "*Hard-to-staff teaching position*" means employment as a
22 teacher assigned to teach a hard-to-staff subject as identified
23 by the department pursuant to section 261.110.

24 9. "*High-need school*" means a public school in this state
25 that has been placed on a list of high-need schools eligible
26 for state supplemental assistance pursuant to section 284.11,
27 and that is a school serving a substantial percentage of
28 low-income students.

29 10. "*Initiative*" means the community practitioner
30 preparation initiative established pursuant to this chapter.

31 11. "*Para-educator*" means a person who is certified to
32 assist a teacher in the performance of instructional tasks to
33 support and assist classroom instruction and related school
34 activities pursuant to section 272.12, but may also include
35 but not be limited to persons with a history of demonstrated

1 accomplishments in school staff positions such as teacher
2 assistants, school-community liaisons, school clerks, and
3 security aides, in high-need schools.

4 12. "*Parent and community leader*" means an individual who
5 has or had a child enrolled in a high-need school and who has
6 a history of active involvement in the school or who has a
7 history of working to improve schools serving a substantial
8 percentage of low-income students, including membership in a
9 community organization.

10 13. "*Practitioner preparation program*" means the same as
11 defined in section 272.1, subsection 8.

12 14. "*Program*" means a community practitioner preparation
13 program established by a consortium pursuant to this chapter.

14 15. "*School serving a substantial percentage of low-income*
15 *students*" means a school that maintains any of the grades
16 pre-kindergarten through eight, in which at least thirty-five
17 percent of the students are eligible to receive free or
18 reduced-price meals or a school that maintains any of the
19 grades nine through twelve, in which at least twenty-five of
20 the students are eligible to receive free or reduced price
21 meals under the federal National School Lunch Act and the
22 federal Child Nutrition Act of 1966, 42 U.S.C. §§1751-1785.

23 16. "*State board*" means the state board of education.

24 Sec. 3. NEW SECTION. 272E.3 Initiative established —
25 selection of grantees.

26 1. *Initiative established.* The community practitioner
27 preparation initiative is established in the department as a
28 grant competition to fund consortia to carry out community
29 practitioner preparation programs.

30 a. The state board shall adopt rules for the administration
31 of this chapter.

32 b. The department shall administer the initiative in
33 collaboration with the board of educational examiners.

34 c. The director shall develop guidelines and application
35 procedures for the initiative.

1 2. *Selection of grantees.* The director shall award grants
2 to qualified consortia that reflect the distribution and
3 diversity of high-need schools and hard-to-staff teaching
4 positions throughout this state. In awarding grants, the
5 director shall select programs that successfully address
6 initiative criteria, that reflect a diversity of strategies in
7 terms of serving urban areas, serving rural areas, and engaging
8 and cooperating with eligible postsecondary institutions, and
9 that reflect a knowledge of the high-need schools environment
10 and the nature of hard-to-staff teaching positions on which a
11 program is focused.

12 3. *Consortia selection requirements.* The director shall
13 select consortia that meet all of the following requirements:

14 a. The consortium is composed of at least one eligible
15 postsecondary institution, at least one school district
16 or group of eligible schools, and one or more community
17 organizations. The consortium membership may also include a
18 community college, a collective bargaining unit representing
19 the licensed employees of a school district, or an area
20 education agency.

21 b. The eligible postsecondary institution participating in
22 the consortium has demonstrated success in preparing teachers
23 for schools serving a substantial percentage of low-income
24 students.

25 c. The consortium is focused on a clearly defined set of
26 eligible schools that will participate in the program. The
27 consortium shall articulate the program's steps for preparing
28 teachers for the consortium's participating schools and for
29 preparing teachers for one or more hard-to-staff teaching
30 positions in those schools.

31 d. A teacher education candidate in a program must hold a
32 high school diploma or its equivalent, must be a parent and
33 community leader or para-educator, must not have attended
34 college right after high school or must have experienced an
35 interruption in the candidate's college education, and must not

1 hold a bachelor's degree.

2 *e.* The consortium shall employ effective procedures for
3 teaching the skills and knowledge needed to prepare highly
4 competent teachers. Program preparation shall include ongoing
5 direct experience in high-need schools and evaluation of this
6 experience.

7 *f.* The consortium shall offer the program to cohorts
8 of teacher education candidates on a schedule that enables
9 the candidates to work full time while participating in the
10 program and allows para-educators to continue in their current
11 positions of employment. In any fiscal year in which a
12 consortium receives a grant, the consortium shall guarantee
13 that support will be available to the cohort for the education
14 of the candidates in the cohort for that fiscal year.

15 *g.* An eligible postsecondary institution participating
16 in the consortium shall document and agree to expend the
17 same amount of funds in implementing the program that the
18 institution spends per student on similar educational programs.
19 A grant received by the consortium shall supplement and not
20 supplant this amount.

21 *h.* The director shall establish additional criteria for
22 review of proposed programs, including but not limited to
23 criteria that address the following issues:

24 (1) Previous experience of the eligible postsecondary
25 institution in preparing teacher education candidates for
26 high-need schools and hard-to-staff teaching positions and in
27 working with students with nontraditional backgrounds.

28 (2) The quality of the implementation plan for the program,
29 including strategies for overcoming institutional barriers to
30 the progress of nontraditional teacher education candidates.

31 (3) If a community college is a participant in the program,
32 the nature and extent of existing articulation agreements and
33 guarantees between the community college and the eligible
34 postsecondary institution.

35 (4) The number of teacher education candidates to be

1 educated in the planned cohort or cohorts and the capacity of
2 the consortium for adding cohorts in future program cycles.

3 (5) The experience of the community organization or
4 organizations in organizing parent and community leaders to
5 achieve school improvement and a strong relational school
6 culture.

7 (6) The qualifications of the person or persons designated
8 by the eligible postsecondary institution to be responsible for
9 cohort support and the development of a shared learning and
10 social environment among teacher education candidates.

11 (7) The consortium's plan for collective consortium
12 decision-making involving all consortium members, including
13 mechanisms for teacher education candidate input.

14 (8) The consortium's plan for the direct impact of the
15 program on the quality of education in the eligible schools.

16 (9) The relevance of the curriculum to the needs of the
17 eligible schools and hard-to-staff teaching positions, and the
18 use in curriculum and instructional planning of principles for
19 effective education for adults.

20 (10) The availability of classes under the program in places
21 and times accessible to the teacher education candidates.

22 (11) Provision of a level of performance to be maintained
23 by teacher education candidates as a condition of continuing
24 in the program.

25 (12) The eligible postsecondary institution's plan to
26 ensure that teacher education candidates take advantage
27 of existing financial aid resources in order to reduce the
28 candidates' need to utilize grant funds and the teacher
29 shortage loan forgiveness program as provided in section
30 272E.4.

31 (13) The employment of a cohort coordinator and the
32 availability of supportive services, including but not limited
33 to counseling, tutoring, transportation, technology and
34 technology support, and child care.

35 (14) A plan for continued participation of graduates of

1 the program in a program of support for at least two years,
2 including mentoring and group meetings.

3 (15) A plan for testing and qualitative evaluation of
4 candidates' teaching skills that ensures that graduates
5 of the program are as prepared for teaching as other
6 individuals completing the eligible postsecondary institution's
7 practitioner preparation program for the license sought.

8 (16) A plan for internal evaluation that provides reports at
9 least yearly on the progress of candidates towards graduation
10 and the impact of the program on high-need schools and their
11 communities.

12 (17) Contributions from schools, school districts, and
13 other consortium members to the program, including stipends for
14 candidates during their student teaching.

15 (18) Consortium commitment for sustaining the program
16 over time, as evidenced by plans for reduced requirements for
17 external funding, in subsequent program cycles.

18 (19) The inclusion in the planned program of strategies
19 derived from community organizations that will help candidates
20 develop tools for working with parents and other community
21 members.

22 4. *Independent program evaluation.* Subject to an
23 appropriation of sufficient funds by the general assembly, the
24 department shall contract for an independent evaluation of
25 program implementation by each of its participating consortia
26 and of the impact of each program, including the extent of
27 candidate persistence in program enrollment, acceptance as
28 an education major in an eligible postsecondary institution,
29 completion of a bachelor's degree in teaching, obtaining a
30 teaching position in a high-need school or similar school,
31 subsequent effectiveness as a teacher, and persistence
32 in teaching in a high-need school or similar school. The
33 evaluation shall assess the initiative's overall effectiveness
34 and shall identify particular program strategies that are
35 especially effective. The results of the initial evaluation

1 shall be submitted in a report to the general assembly by
2 January 1, 2019, with subsequent reports developed and
3 submitted by January 1 at least every fifth year thereafter.

4 Sec. 4. NEW SECTION. **272E.4 Expenditures under the**
5 **initiative.**

6 1. A teacher education candidate admitted to a cohort shall
7 be eligible for grant moneys for tuition, books, and fees in
8 excess of the candidate's grants-in-aid. A teacher education
9 candidate who completes the program shall be eligible for loan
10 forgiveness under section 261.112.

11 2. If funds are appropriated by the general assembly
12 for purposes of implementing this chapter, the department
13 shall award grants under the initiative in such a way as to
14 provide the required support for a cohort of teacher education
15 candidates. Program budgets must show expenditures and needed
16 funds for the entire period that teacher education candidates
17 are expected to be enrolled in the program.

18 3. No funds under the initiative may be used to supplant
19 state or federal educational assistance that a teacher
20 education candidate is qualified to receive.

21 4. If necessary, a program budget may include the costs of
22 child care and other indirect expenses such as transportation,
23 tutoring, technology, and technology support, necessary
24 to permit teacher education candidates to maintain their
25 class schedules. Grant funds may be used by any member of
26 a consortium to offset such costs, and the services may be
27 provided by the community organization or organizations, by any
28 other member of the consortium, or by independent contractors.

29 5. An eligible postsecondary institution member of a
30 consortium may expend grant funds to cover the additional costs
31 of offering classes in community settings and for tutoring
32 services.

33 6. A community organization member of a consortium may
34 receive a portion of the grant money for the expenses of
35 recruitment, community orientation, or counseling of potential

1 candidates, for providing space in the community, or for
2 working with school personnel to facilitate individual work
3 experiences and support of teacher education candidates.

4 7. A school district or a collective bargaining unit
5 representing the licensed employees of the school district
6 which is a member of a consortium, or both, may receive a
7 portion of the grant money for expenses of supporting the work
8 experiences of teacher education candidates and providing
9 mentors for graduates of the program. A school district member
10 of a consortium may also use grant moneys or other applicable
11 moneys received under chapter 257 to pay participants in
12 programs under the initiative for student teaching required by
13 a practitioner preparation program.

14 8. One or more members of the consortium may expend funds to
15 cover the salary of a site-based cohort coordinator.

16 9. Grant funds may also be expended to pay directly for
17 required developmental classes for teacher education candidates
18 beginning a program.

19 EXPLANATION

20 The inclusion of this explanation does not constitute agreement with
21 the explanation's substance by the members of the general assembly.

22 This bill provides for the establishment of a community
23 practitioner preparation initiative within the department
24 of education, which the department shall administer in
25 collaboration with the board of educational examiners. The
26 initiative is a grant competition, the purpose of which is to
27 fund consortia to recruit and prepare persons for employment
28 as highly skilled, committed teachers in high-need schools or
29 in hard-to-staff teaching positions for substantial periods of
30 time.

31 Persons targeted for recruitment include parent and
32 community leaders and para-educators, including but not limited
33 to persons with a history of demonstrated accomplishments in
34 school staff positions in high-need schools. The initiative
35 shall increase the diversity of teachers. The goal of the

1 initiative is to add 1,000 teachers to low-income, high-need
2 schools in the state by 2020.

3 The bill includes a number of definitions. Under the bill,
4 "cohort" means a group of teacher education candidates linked
5 by their desire to become teachers in high-need schools and
6 hard-to-staff teaching positions and by their need for the
7 services and supports, such as developmental classes, offered
8 by the initiative. "Community organization" means a nonprofit
9 organization that includes general parent organizations,
10 organizations of special education or bilingual education
11 parents, and collective bargaining units representing licensed
12 employees of a school district. "Eligible postsecondary
13 institution" includes regents universities and accredited
14 private institutions with practitioner preparation programs.

15 "Eligible school" means a public elementary, middle, or
16 secondary school in this state that serves a substantial
17 percentage of low-income students and that is either a
18 high-need school or has hard-to-staff teaching positions. A
19 "high-need school" is a public school that has been placed by
20 the department on a list of high-need schools eligible for
21 state supplemental assistance pursuant to Code section 284.11,
22 and serves a substantial percentage of low-income students.
23 The department also maintains a list of hard-to-staff subject
24 areas pursuant to Code section 261.110.

25 The director of the department is directed to award grants to
26 qualified consortia that reflect the distribution and diversity
27 of high-need schools and hard-to-staff teaching positions
28 throughout the state and to select programs that successfully
29 address initiative criteria, that reflect a diversity of
30 strategies in terms of serving urban areas, serving rural
31 areas, and engaging and cooperating with eligible postsecondary
32 institutions, and that reflect a knowledge of the high-need
33 schools environment and the nature of hard-to-staff teaching
34 positions on which a program is focused.

35 A consortium must be composed of at least one eligible

1 postsecondary institution, at least one school district
2 or group of eligible schools, and one or more community
3 organizations. The consortium membership may also include a
4 community college, a collective bargaining unit representing
5 the licensed employees of a school district, or an area
6 education agency. The eligible postsecondary institution
7 must demonstrate success in preparing teachers for elementary
8 or secondary schools serving a substantial percentage of
9 low-income students.

10 A candidate recruited for the program must hold a high school
11 diploma or its equivalent, must be a parent and community
12 leader or para-educator, must not have attended college right
13 after high school or must have experienced an interruption
14 in the candidate's college education, and must not hold a
15 bachelor's degree. The consortium shall offer the program to
16 cohorts of candidates on a schedule that enables candidates to
17 work full time while participating in the program and allows
18 para-educators to continue in their current positions of
19 employment.

20 An eligible postsecondary institution participating in the
21 consortium shall document and agree to expend the same amount
22 of funds in implementing the program that the institution
23 spends per student on similar educational programs. In
24 reviewing programs, the director must consider the eligible
25 postsecondary institution's plan to ensure that candidates take
26 advantage of existing financial aid resources to reduce the
27 candidates' need to utilize the teacher shortage forgivable
28 loan program.

29 The bill establishes a lengthy list of additional criteria
30 for use in reviewing consortium proposals, including but
31 not limited to the employment of a cohort coordinator and
32 the availability of supportive services, including but not
33 limited to counseling, tutoring, transportation, technology
34 and technology support, and child care; contributions from
35 schools, school districts, and other consortium members to the

1 program, including stipends for candidates during their student
2 teaching; and consortium commitment for sustaining the program
3 over time.

4 A candidate admitted to a cohort shall be eligible for
5 grant moneys for tuition, books, and fees in excess of the
6 candidate's grants-in-aid. A candidate who completes the
7 program shall be eligible for loan forgiveness under Code
8 section 261.112. If necessary, a program budget shall
9 include the costs of child care and other indirect expenses
10 such as transportation, tutoring, technology, and technology
11 support, necessary to permit candidates to maintain their
12 class schedules. Grant funds may be used by any member of
13 a consortium to offset such costs, and the services may be
14 provided by the community organization or organizations, by any
15 other member of the consortium, or by independent contractors.

16 A school district or a collective bargaining unit
17 representing the licensed employees of the school district
18 which is a member of a consortium, or both, may receive a
19 portion of the grant money for expenses of supporting the work
20 experiences of candidates and providing mentors for graduates.
21 A school district may also use these or other applicable moneys
22 received under Code chapter 257 to pay participants for student
23 teaching required by a practitioner preparation program.

24 Subject to an appropriation of sufficient funds by the
25 general assembly, the bill requires the department to contract
26 for an independent program evaluation every five years, with
27 the results of the initial evaluation to be reported to the
28 general assembly by January 1, 2019.